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Some suggestions for the review and evaluation of guidance programs under Title V-A of the National Defense Education Act is presented. Although general goals are agreed on, there are variations in specific procedures, techniques and professional standards. Their value is at present hypothetical. This demands a critcal examination of the guidance program. Many problems make evaluation difficult. Terminology is not uniform. There are many factors outside the program which influence the behavior and development of students, and many variables in the evaluative process which are difficult to quantify.

Suggestions in methodology are given to make the evaluation as scientific as possible. Specific criteria for determining the extent to which program objectives have been achieved should be established. Techniques for collection of data should be developed, and conclusions from them should be carefully drawn. At least two kinds of studies should be conducted, of programs and of students. Three approaches are described: the appraisal approach, the assessment approach, and the evaluative approach.

Suggestions for the evaluation of both state and local level programs of guidance, counseling and testing are given. Included are specific program objectives and suggestions for collecting pertinent data. Methods are also given for studies of students.

The need for continued research in evaluation is emphasized. Local, state and national responsibilities in this effort are described.

The appendix includes a selected bibliography.

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# GUIDANCE COUNSELING *and* TESTING

## *Program Evaluation*

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# GUIDANCE COUNSELING *and* TESTING *Program Evaluation*

*Suggestions for Secondary Schools*

Title V–A

*National Defense Education Act of 1958*

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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# Foreword

THE RECENT EXPANSION of guidance, counseling, and testing programs has made continuous evaluation of these programs imperative. All States report quantitative growth, but considerably less information is available regarding the qualitative aspects of these programs and of their effects on students. Each State has developed standards for guidance programs and qualifications for professional staff. These standards provide the basic criteria for the appraisal, assessment, and evaluation of the administrative and professional provisions for guidance services in the secondary schools in the respective States. In each State and in most local school systems basic objectives of guidance services in terms of effects upon students have been formulated. These objectives serve as the criteria for measuring the outcomes of the programs.

This bulletin presents some basic considerations in the evaluation of guidance, counseling, and testing programs and some specific suggestions for data collection and analysis in this evaluative process. The suggestions presented are the product of the professional staffs of the various State departments of education and of the Guidance, Counseling, and Testing Section of the Office of Education. The bulletin has been a cooperative project from the time of its initiation in 1959. Specific recognition and acknowledgment is due Bruce E. Shear, who served as a consultant to the Office of Education, for his work in preparing the basic background materials for the subsequent conferences, and the work conference group (see appendix B) for its contributions in developing the initial evaluative suggestions. Their encouragement and excellent professional contributions have made this bulletin possible.

JOHN R. LUDINGTON
*Director, Aid to State and Local Schools Branch*

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*Assistant Commissioner*
*Division of State and Local School Systems*

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# I. Introduction

### *Origin and Purpose*

The need for this bulletin was first suggested in March 1959, at a meeting of State representatives gathered to discuss the reporting under Title V–A of the National Defense Education Act of 1958. A statement in section 143.8 of the Title V–A Regulations reads: "Provision shall be made for periodic program reviews by the State agency at least annually for the purpose of appraising the status of the programs in terms of the stated objectives." Also, all State plans include a section relative to this Regulation which is typically stated as follows: "The State will review and evaluate at least annually (a) the program of State supervision, (b) the testing program, and (c) the local programs of guidance and counseling." The intent was clear but the scope and nature of this evaluation were left almost entirely to the discretion of the States.

During July and August 1959, Bruce E. Shear, Chief, Bureau of Guidance, New York State Education Department, was employed by the Office of Education as a consultant to work on a clarification of this problem. He reviewed the professional literature on evaluation, examined the testimony given in the Congressional hearings prior to the enactment of the National Defense Education Act, and visited eight State departments of education across the Nation in an attempt to build a foundation for the evaluation of guidance programs. Finally, he submitted a report entitled "Evaluating the Effects of Title V–A," which served as a working paper for further deliberations.

In August 1959, the Office of Education sponsored a 6-day work conference composed of 11 representatives of State departments of education and universities from all sections of the country and 6 Office of Education consultants.[1]

The primary tasks of this conference were to identify the major areas of evaluation and to make recommendations with respect to evaluative criteria and procedures. The proceedings of this work conference were issued in a publication with restricted distribution, entitled, "Evaluating the Effectiveness of Title V–A, National Defense Education Act." This report presented some specific suggestions for evaluating State and local guidance programs and for conducting studies of students.

During October and November 1959, seven 3-day regional workshops were sponsored by the Office of Education to permit all State guidance personnel in all States and Territories to examine critically the report of the work conference and to make additional suggestions for the evaluation of guidance programs.[2] This bulletin summarizes the major points gleaned from the original work paper, the work conference report, and the discussions in the regional workshops.

The primary purpose of this bulletin is to provide some suggestions for the review and evaluation of guidance programs under Title V–A of NDEA. Some of the suggestions should also prove helpful in the evaluation of guidance programs which are not under NDEA, particularly secondary school programs which have not yet been able to qualify for approval under State standards and, in some cases, elementary school programs which are not included in the provisions of the act.

## National Defense Education Act, Title V–A

During the last 50 years, guidance has become a widely accepted part of secondary education in the United States. This statement is supported by the growth in the number of secondary school guidance programs; by the multitude of professional and lay publications which proclaim the necessity for a strong guidance program to fulfill the objectives of education; by the strong recom-

[1] See appendix B for a list of work conference participants.

[2] See appendix C for a list of participants in each of the regional workshops

mendations for guidance from such sources as the Kefauver Committee, the White House Conference on Education, the President's Committee on Education Beyond the High School, the Rockefeller Report, *The Pursuit of Excellence*, and the Conant Report, *The American High School;* and most recently by the recognition of the importance of the guidance function by the Congress of the United States when, in the National Defense Education Act of 1958, it provided for Federal financial assistance to establish, maintain, and improve guidance, counseling and testing programs in public secondary schools and testing programs for all secondary school students.

The extensive hearings conducted by the House and Senate subcommittees introduced much testimony supporting the improvement of guidance services as an essential step in the improvement of American education. Excerpts from the Senate hearings[3] illustrate the nature and extent of the support for guidance programs from eminent scientists, educators, and others.

President Frederick L. Hovde of Purdue University stated,

> What should be done at the present time in all the secondary schools of the Nation is to select, identify, motivate, and counsel those students of greatest intellectual ability and provide for them special high-quality aspects of our American System so that none of our human talent is wasted.

Marion B. Folsom, then Secretary of the Department of Health, Education, and Welfare, discussed waste of talent and early identification of abilities and improved counseling and stated,

> We believe that this program for the early identification and more effective counseling of able youths will do much to reduce the Nation's appalling waste of human talent.

Later Mr. Folsom stated,

> This program is not designed to increase the numbers of people going to colleges. It is designed to get the able youngsters into college.

The Secretary then went on to discuss the need for more well-prepared counselors. Finally he said,

> Our legislative recommendations are designed to stimulate the development of the program of State and local action, which will provide the essential professional and administrative leadership in the State departments of education, adequate State supervisory services, and expansion and improvement of testing, counseling, and guidance, but we would, in addition, encourage such services to penetrate the home and community to a much greater extent than prevails today.

Lawrence Derthick, then Commissioner of the U.S. Office of Education, indicated that "many schools have inadequate students record systems," and said,

> Test results and other cumulative student data can result in good educational planning by students and their families, only if the facts are properly interpreted and utilized by students and their parents.

William G. Carr, Executive Secretary, National Education Association, indicated that "we have to consider the adaptation of the educational program within its broad purpose to the needs and abilities and capacity of each person."

One section included in the presentation of Laurence H. Snyder, Chairman of the Board of Directors, American Association for the Advancement of Science, dealt with the topic "Guidance of Abler Students" as follows:

> On another proposal for improving the quality of education, I can be brief. That is the provision for strengthening the testing, counseling, and guidance program of the Nation's schools and improving the quality of counseling personnel.
>
> I know enough about the situation to know that these improvements are highly desirable, for here is one way in which we can help to overcome the difficulties of having the same school have to teach students of widely divergent interests, abilities and later educational and career plans. When such a diversity of responsibilities falls on the shoulders of a single teacher, it is not surprising that much of her teaching is pitched at the level of the average student, and much of her individual attention devoted to the students who are having the most difficulty.
>
> Under these circumstances, the abler students are too frequently left to shift for themselves. A guidance counselor can help the able student very materially in this situation, by paying individual attention to his abilities and interests, the counselor can help him to get into the most appropriate courses, help him to plan the education that will best develop his abilities, and, in general, give him a boost that he may not get from his teachers or his parents.
>
> I am not an expert in the field of counseling, however, and hesitate to recommend the provisions of one bill over those of the other, although the longer time scale of S. 3187 seems preferable, for it will take some years to train sufficient well-qualified counselers and to realize the benefits of an improved guidance program.

Dael Wolfle, Executive Officer, American Association for the Advancement of Science, who appeared with Snyder, cited figures concerning the

[3] *Science and Education for National Defense*, Hearings before the Committee on Labor and Public Welfare, United States Senate, 85th Congress, 2d Sess. Washington: United States Government Printing Office, 1958.

numbers within the top 10 percent and top 30 percent of high school graduates who continued to college. He said,

> Whenever a more detailed analysis is made of the homes from which students come, the kinds of grades they have been getting in school, and other evidences of intellectual interests, it begins to be clearer that the lack of interest or lack of motivation is at least as important, and probably more important, than lack of funds.

M. H. Trytten, Director, Office of Scientific Personnel, said,

> Support in this area [guidance, counseling and testing] is badly needed. We in our country believe in some choice on the part of the student as to his curriculum. We do not order him to take one course or another. If, however, he is not to be left as a bewildered neophyte at the educational cafeteria to select without experience what is good for his intellectual diet, he needs wise assistance and guidance. In all too many schools, at present, this feature is quite absent.

Trytten also stressed the fact that

> No guidance program can be successful without involving every classroom teacher, eventually.

Roger W. Russell, Executive Secretary, American Psychological Association, stated that

> Individual counseling is an essential step in encouraging the talented. The interpretation of tests to students, parents, and school staffs must be done by specially trained counselors who know the meaning and limitations of tests and who understand student motivation. Counseling is a difficult and specialized field which cannot adequately be performed even by good teachers if they lack the special training which persons in this field now undergo. A testing program will have only a fraction of its potential value unless it is accompanied by support for school counseling services and the training of an adequate supply of counselors.

Later in conversation with Senator Gordon Allott, of Colorado, Russell commented that

> I would hope that counseling and guidance programs in the local schools would be carried beyond the school environment and the student life into the home and to the parents.

In a statement submitted for the record by Andrew J. Biemiller, Director, Department of Legislation, American Federation of Labor and Congress of Industrial Organizations, the section on "Guidance and Counseling" stated,

> One of the most serious problems in education is that of improving our counseling and guidance programs. Each student does his best only in the study and occupation fitting his ability. In Title VIII, the Hill bill provides grants to the States to assist them in establishing and maintaining programs of guidance and counseling. This is, in a sense, the cornerstone of the improved education system which the times demand of America.

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In his testimony, Frederick Burkhardt, President of American Council of Learned Societies, stated,

> I have said * * * that the waste of talent can at present be only partially remedied by scholarship aid. This is because economic need is not the only reason, and in some cases not the reason at all, that the able students do not continue their education. Inadequate motivation, wrong or immature conceptions about higher education and plain lack of interest are also factors. For this reason, the guidance and counseling provisions of the two bills are extremely important. If they are well administered, they will help to find the student's best aptitudes, change his interest, and guide him in wise decisions concerning his further education.

The Congress set forth the purpose of the National Defense Education Act of 1958 in a statement of "Findings and Declaration of Policy" in section 101 of the act:

> The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women. The present emergency demands that additional and more adequate educational opportunities be made available. The defense of this Nation depends upon the mastery of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge.
>
> We must increase our efforts to identify and educate more of the talent of our Nation. This requires programs that will give assurance that no student of ability will be denied an opportunity for higher education because of financial need; will correct as rapidly as possible the existing imbalances in our educational programs which have led to an insufficient proportion of our population educated in science, mathematics, and modern foreign languages and trained in technology.
>
> The Congress reaffirms the principle and declares that the States and local communities have and must retain control over and primary responsibility for public education. The national interest requires, however, that the Federal Government give assistance to education for programs which are important to our defense.
>
> To meet the present educational emergency requires additional effort at all levels of government. It is therefore the purpose of this Act to provide substantial assistance in various forms to individuals, and to States and their subdivisions, in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States.

It is self-evident that if the primary objectives of secondary school guidance programs are achieved, substantial contributions will be made to the fulfillment of the purpose of NDEA. Some of these guidance objectives are:

1. The early identification and interpretation of each student's abilities and aptitudes.
2. The development of educational and career plans appropriate to each student's abilities, aptitudes, and skills.
3. The selection of courses of study appropriate to each student's educational and career plans.
4. The development of student and parent understandings of educational and career opportunities.
5. The encouragement of students to pursue and persist in educational programs appropriate to their abilities and aptitudes.

### *Need for Evaluation*

Professional educators have, after many years of experience and study, developed suggestions to assist State and local school systems in the establishment and operation of secondary school guidance programs. Included in professional publications and administrative policy statements and regulations are suggestions for the qualification of guidance personnel, and for guidance procedures, techniques, and activities. Each State plan under Title V–A of NDEA sets forth certain professional standards for the approval of guidance and counseling programs to meet the objectives of the act. A careful examination of these suggestions and standards will reveal many common elements and general agreement on the basic functions of the guidance program. Just as evident, however, are the variations in some specific guidance procedures and techniques, and in certain professional standards such as personnel qualifications and counselor-student ratio. Inasmuch as there is substantial agreement on the general objectives of the guidance program, it may be concluded that the program variations are the result of variations in professional orientation and experience and, in some cases, of administrative expediency. The *general* lack of substantial research evidence to validate specific guidance provisions, procedures, and techniques in terms of the guidance objectives would indicate that the usual criterion for their adoption has been professional judgment. In other words, the defense of many elements of the guidance program is based on logical reasoning rather than on scientific evidence, and it can only be concluded that at present their value is hypothetical.

The continued acceptance and support of the guidance function in education may very well depend upon evidence that it can accomplish the purposes and produce the results claimed. This means a continuous and critical examination of all aspects of the guidance program in terms of objectives and projected outcomes. This does not mean that professional judgments and logically derived hypotheses should be rejected, but it does mean that these judgments and hypotheses must be tested and proved before they are finally accepted.

### *Problems in Evaluation*

There are many problems which render the evaluation of guidance programs difficult but not impossible. Some of these problems are administrative in nature, others are inherent in the guidance function, and some indicate a lack of professional maturity. Only a few of those most frequently encountered are discussed here. Many others could be enumerated.

1. The specific objectives of the guidance program are often expressed in broad generalities which in reality encompass the primary objectives of education. Specific and objective evaluative criteria cannot be developed until the guidance objectives are concisely stated in terms of specific outcomes which can be related to the more general objectives of the State or local school system.
2. The terminology employed to describe guidance personnel, activities, techniques, and procedures is not always interpreted uniformly. Concise definition of basic terminology and rigid adherence to such definitions are prime prerequisites to objective and accurate evaluation. Universal professional acceptance of the definitions of terms in the field will emerge in the process of professional maturation. In the meantime, tentative definitions must be formulated in order to provide those objective interpretations which are essential to the uniform reporting and analysis of evaluative data.
3. The means employed to reach an end result are sometimes misconstrued as the end result. For example, counseling and testing are both generally accepted as desirable procedures in the guidance program as means to accomplishing certain specified end results in the education of students. Hence the mere existence of these procedures in a guidance program serves only to show that an effort is being made to achieve the end result.
4. There will always be many factors outside the scope of the guidance program which influence the behavior and development of students. Influences originating in the home, other aspects of the school program, the community, the peer society, etc., are never the same for any two or more students. These influences, for research purposes, can at best be described inadequately and can never be controlled completely. Consequently, it is virtually impossible to attribute student behavioral or developmental outcomes exclusively to activities in the guidance program or to any one of the other factors which may influence these out-

comes. Evaluative conclusions must be drawn on the basis of verifiable evidence of guidance influences as one part of the total pattern of environmental influences on the student's behavior and development.

5. There are many variables in the evaluative process which are extremely difficult to quantify. This is particularly true of some program characteristics such as personnel qualifications and interview substance. Likewise, student motivational characteristics and interpersonal relations are difficult to describe quantitatively. Until these and other similar variables can be more objectively described, it will be necessary to employ subjective methods which are usually dependent upon professional judgment and subject to frequently unrecognized human biases.
6. Insufficient funds, facilities, and personnel frequently make it difficult to conduct evaluative studies. The request for a single statistic at the State level may require hours of additional work on the part of already overloaded guidance personnel in local schools. Recent developments in reporting data and in the use of electronic equipment in the analysis of data may at least partially alleviate these administrative difficulties in the near future.

These and other deterrents to the evaluation of guidance programs should not present roadblocks but should serve to provide caution signals and a challenge to use the best scientific methods available to collect facts and develop procedures which will help minimize these limitations and produce the means to objective evaluation. The following section is devoted to a discussion of some applications of scientific method to the evaluation of guidance programs.

### *Evaluative Methodology Applied to Guidance*

The prime purpose of scientific method is to provide an orderly procedure for clarifying issues and collecting and analyzing facts which will advance understanding by determining status, change, and value. The adaptation of some basic research principles to the evaluation of guidance programs may contribute substantially to a defensible approach and valid conclusions. The following should be given careful consideration in the planning of evaluative studies of guidance programs.

1. The specific objectives of the program (or clearly identifiable aspects of the program) must be defined concisely. These objectives may then be expressed as hypotheses which can be tested through a variety of research approaches. Also the objectives become the basis for defining suitable evaluative criteria and the nature of the evidence needed to measure the degree of achievement of these program objectives. An example of an objective transformed to an hypothesis may be expressed as follows:

   *Objective.*—To eliminate high school dropouts among students capable of completing the high school curriculum.

   *Hypothesis.*—There is a direct and positive relationship between the adequacy of high school guidance programs and the survival to graduation of students capable of completing the high school curriculum.
2. The guidance provisions, procedures, techniques, and practices designed to achieve program objectives must be identified and described so that they can at least be related hypothetically to the objectives. Identification and description thus provide the foundation for the development of criteria for measuring the adequacy of the guidance program. For example, scholastic aptitude testing may be identified as a program technique related to the objective of determining the educational potential of each student. Criteria for evaluating program adequacy might therefore include items to determine the nature and extent of provisions for scholastic aptitude testing.
3. Specific and objective criteria must be established as the basis for determining the extent to which program objectives have been achieved. Since all primary program objectives relate to student behavior and development (see page 3 and chapter V), the primary criteria inevitably relate to program outcomes in terms of what happens to students. Secondary objectives relate to program provisions and secondary criteria relate to the nature and extent of such provisions (see chapter IV). The establishment of realistic and meaningful criteria is the very heart of the evaluative process. These criteria serve as the basic scale for the measurement of program adequacy, effectiveness, and value. If the scale is good the measurement may be good, but if the scale is bad the measurement can only be bad.
4. Techniques must be devised for the collection of data which will validly relate program variables to criteria and in turn to objectives. The accuracy of these data is imperative. Generally the more objective the data, the more accurate the results. This is due to greater uniformity in the interpretations made both at the source and in the analysis. Specific suggestions for data collection techniques as well as data content are presented in chapters III, IV, and V of this bulletin.
5. Inferences and conclusions can be drawn from the data collected only after thorough analysis to determine all facts and relationships which the data will yield. The original hypotheses can be accepted or rejected only on the basis of the evidence which the data can provide; hence it is important to determine the full implications of all data available but never attempt to extend interpretations beyond the data. Certain limiting factors need to be considered in the defense of any inferences or conclusions drawn.

Stated in the form of questions, these factors may include:

a. Was the sample studied representative of the group for which the inference or conclusion was drawn?

b. Were the criteria employed fully descriptive of the characteristics projected in the inference or conclusion? For example, can the criterion of student achievement be inferred from test scores?

c. Were the data accurate and valid? For example, in a followup study were the questions so worded that they were uniformly interpreted? Or, in a survey of counselors was the title of counselor defined so that it was uniformly interpreted by all respondents?

d. Were probability statistics applied to improve the accuracy of inferences and conclusions? For example, were standard errors of measurement or estimate utilized where applicable?

e. Were all variables known to be related to the criteria appropriately treated in the study and recognized in subsequent inferences and conclusions? For example, in a study of college attrition, were motivational, socioeconomic, and cultural factors considered along with ability factors?

These are only a few of the many limitations which sometimes lead to ambiguous and indefensible inferences and conclusions. All reasonable precautions should be taken to insure the validity of all criteria and all data; all data should be analyzed by the most rigorous methods available; and, all inferences or conclusions should be qualified where necessary to make them defensible in light of the evidence.

6. Most evaluative studies of guidance programs involve the measurement of program or student change over a period of time or the measurement of the effects of a particular activity on students. The time element thus becomes important in either type of study. Evaluation should therefore generally be considered as a continuous, long-range process rather than a cross-sectional survey.

Within the framework and limitations of evaluative methodology, there are at least two general classes of studies which may aid in determining the adequacy and value of guidance programs. First, *studies of programs* can be conducted which may help answer such questions as: "What program provisions and activities are being offered?" "How well are these provisions and activities being carried out?" "What are the values of program provisions and activities to students and teachers?" Second, it seems imperative to conduct some *studies of students* to obtain answers to such questions as: "What are the descriptive characteristics of the student body and of individual students?" "What behavioral and developmental changes occur from year to year and what is the nature and causes of these changes?" "What are the frequency and nature of selected student problems such as underachievement, premature school leaving, behavior deviations?" "What happens to students in school and after leaving school, and what influences do guidance program opportunities have on these outcomes?"

There appear to be at least three distinct, although not mutually exclusive, approaches to conducting studies of programs and students. The distinction among these approaches is primarily in purpose and to some extent in method.

1. The *appraisal* approach serves the purpose of determining the status of programs and students. This approach may include surveys to determine the status and developmental level of program provisions, activities, procedures, and techniques, or of student characteristics, such as scholastic aptitude.

2. The *assessment* approach is designed for the purpose of measuring changes in programs and students. The survey method of collecting data may be employed periodically to identify and describe the nature and extent of change in program provisions and student characteristics.

3. The *evaluation* approach is designed to determine the value and effectiveness of program provisions primarily in terms of student behavior and development, but also in terms of advancing other educational functions such as instruction. Experimentally designed studies appear to be most fruitful in the evaluation approach; however, there are instances where the case study method and survey data may prove to be useful.

In those State and local school systems where relatively little evaluation of guidance programs has been undertaken, it may be desirable to initiate the evaluation program by implementing the three approaches described above in the order in which they appear. That is, first, determine what is being done and what exists; second, determine what changes are being made for improvement and what needs to be done; and, third, determine the value and effectiveness of programs and program elements in meeting student-centered objectives.

The following sections of this bulletin are organized to provide a few ideas and methods which may be helpful in implementing the above evaluative approaches in conducting studies of programs and studies of students. State and local programs are discussed in separate sections because, in most instances, specific objectives differ and, in all cases, the methods of program operation are quite different. It should be emphasized that the suggestions presented in this bulletin are not universally

applicable to all State and local guidance programs, nor are they in sufficient detail to provide for a complete program of evaluation. State and local supervisors are urged to try these suggestions, with such modifications as they think desirable, and to try other ideas and approaches as well. With experience and the sharing of ideas and results, it may be possible to develop within a few years an evaluative procedure which is far superior to anything we now have.

# II. Suggestions for the Evaluation of State Level Programs of Guidance, Counseling, and Testing

STATE LEVEL PROGRAMS of professional supervision and related services are organized for the general purpose of providing professional leadership, assistance, and facilities to local educational agencies so that every student in the State will have access to an adequate program of guidance, counseling, and testing. The organization, staff, and services of these State programs vary from State to State, but their primary purpose is almost universal. With few exceptions, these programs do not serve students directly. Rather, they serve the local school which provides the guidance program for its students. Evaluation of State level programs in terms of student outcomes is seldom possible because of their indirect relationship with students.

The primary external criteria for the evaluation of State programs must therefore be centered about the influence of the State program on the nature and extent of local program development. Local program variations in content, stage of development, and administrative provisions make statewide studies difficult to associate with State program activities. Consequently, evaluative studies of State activities will of necessity be on a selective basis generally involving a relatively small number of local programs. On the other hand, it is possible for the State to conduct appraisal and assessment studies involving all local schools to determine progress toward the goal of adequate guidance programs for every student in the State. State standards for local programs can usually serve as the basis for establishing evaluative criteria in these studies.

The basic elements of the State program are (1) the professional staff and (2) the services and activities carried out for local programs. Appraisal and assessment studies can be made of these program elements by employing the professional standards developed by the State for the State level program. Evaluation studies of services and activities can be conducted on a selective basis as indicated above.

The basic services of State programs may vary considerably; however, with appropriate modifications, the general categories of activities in Regulation 143.24(a) may serve as major areas for developing evaluative criteria to study the adequacy of program activities. These activities include:

> (1) The organization, general direction and coordination of the guidance, counseling, and testing programs established under the plan; (2) planning State programs and assisting in the planning of local programs; (3) assisting local guidance personnel in establishing, maintaining, or improving programs; (4) helping in the planning and preparation of materials and information for State and local programs; (5) evaluating the results of guidance, counseling, and testing programs, and (6) such other related activities as may be necessary for the organization, maintenance, and improvement of programs established under the plan.

## Specific Program Objectives

Shear [1] made a comprehensive study of general State program objectives as expressed in each State plan for guidance, counseling, and testing under Title V–A. More specific items which may reflect State action to achieve these objectives were developed from further study of State programs and extensive discussion with several State directors of guidance. The following objectives and action items from Shear's paper may provide a basis for the development of evaluative criteria and procedures applicable to State programs.

[1] Shear, Bruce E., *Evaluating the Effects of Title V-A*, mimeographed working paper, U.S. Office of Education, 1959, pp. 15-20 (distribution restricted to Evaluation Conference participants).

1. Extension and improvement of State level consultative and supervisory services and coordination with other appropriate groups.
   a. Additions to State staff—professional, nonprofessional.
   b. Use of per diem consultants.
   c. Approval of local guidance and counseling programs for the use of Title V–A funds.
   d. Approval of reimbursements from Title V–A funds.
   e. Visits to school systems, secondary schools; visit contacts with school personnel.
   f. Conferences and meetings sponsored, participated in, attended.
   g. Inservice education of State staff; other professional upgrading.
   h. Supervision of work of State staff.
   i. Contacts and consultation with other individuals and groups.
   j. Joint projects with related groups.
   k. Encouragement and assistance to related groups in their programs.
2. Collection and analysis of statewide and research data as a background for longtime planning and development.
   a. Secondary schools with formal guidance programs, number of students served.
   b. Number of guidance personnel, time assignments, pupil loads, certification status.
   c. Turnover in guidance personnel, supply and demand, salaries.
   d. Program practices and procedures.
   e. Local research related to guidance, counseling, and testing.
   f. Research at counselor-training centers.
   g. Area, regional, and statewide data on employment, business, agricultural, and industrial trends, post-high school educational enrollments, facilities, costs.
   h. Secondary school holding power, population changes, socioeconomic conditions.
   i. Information on student population, ages, ability, numbers in secondary school subjects or courses, success and failure.
3. Definition, communication, and interpretation of program functions and procedures to schools, students, parents, and other groups.
   a. Statements of aims, objectives, functions, and procedures in guidance, counseling, and testing.
   b. Uses of mass-media in communication and interpretation.
   c. Communication and interpretation through State, education, and lay organizations.
4. Extension of programs to more (all) public secondary schools and pupils.
   a. Encouragement and support of programs, where no formal program exists.
   b. Concentrated assistance in the development of new programs.
   c. Support of demonstration programs, experimentation and research, and dissemination of ideas and information.
   d. Encouragement of school administrative and fiscal arrangements which will facilitate the provision of adequate programs of guidance, counseling, and testing.
5. An increase in the number of guidance program personnel; in the amount of time qualified guidance personnel have available for program activities of a professional nature, particularly counseling.
   a. Changes in numbers and amount of time assigned per day, or per year.
   b. Changes in extent of extra-guidance duties.
   c. Provision of clerical assistance, scoring service, other machine methods.
   d. Information and other activities directed to making known to teachers and teachers-in-training the possibilities and opportunities in guidance as a career.
   e. Guidance personnel salaries in line with responsibilities, experience, training, and time spent.
6. Improvement in the competencies of guidance personnel, and of other school staff members for their roles in guidance programs.
   a. Increase in training and certification status.
   b. Inservice education activities for guidance personnel.
   c. Preservice and inservice guidance education of administrators, teachers, librarians.
   d. Professional activities of guidance personnel, conference attendance, participation in guidance and related group activities, visits to schools and colleges, work situations, community resources.
   e. Contacts with and assistance to counselor-training centers.
   f. New training programs and institutes.
   g. Changes in certification requirements.
7. Provision of more adequate guidance, counseling, and testing materials and information for the use of guidance personnel and others in and outside the school.
   a. Resource information prepared and distributed.
   b. Materials collected and distributed.
   c. Program materials and information prepared and distributed.
   d. Materials, publications, and equipment for loan purposes.
8. Expansion and improvement of guidance activities, facilities, and resources.
   a. Changes in program activities.
   b. Changes in physical facilities.
   c. Acquisition of materials, supplies, and equipment.

d. School curriculum and program changes.
e. Availability of referral services.

9. Improvement of local administration and supervision of guidance, counseling, and testing programs, including greater coordination with other school programs and services and out-of-school resources.
   a. Increases in local guidance supervisors.
   b. Coordination of counselor activities with the total school program.
   c. Use of guidance, counseling, and testing information in curriculum study and planning.
   d. Cooperation with other pupil personnel services.
   e. Use of out-of-school resources.
   f. Local inservice education programs in guidance, counseling, and testing.
   g. Teacher participation in the guidance, counseling, and testing program.
   h. Participation by parents and others.
10. Annual program review and assistance to local personnel in the evaluation of programs and procedures.
   a. Program review visits.
   b. Program review reports.
   c. Materials, consultation, visits to assist in local evaluation.
   d. Support of "outside consultants" on local evaluation of procedures and programs.
   e. Preparation of statewide summary reports and dissemination of appropriate information.

## Suggestions for Collecting Data Pertinent to the Appraisal and Assessment of State Programs

The following suggestions for the collection of appraisal and assessment data pertinent to (1) State staff, (2) State services, and (3) statewide program development are the products of the Evaluative Conference and the seven regional workshops. They represent the specific items of information most commonly agreed upon by the above groups; however, individual States may find that modifications will be necessary to adapt the data to their programs. Also, most of these suggestions are skeletal in content and many States may want to examine certain aspects of their programs in greater detail than is suggested here.

### *State Staff*

Information which may assist in determining the adequacy of the staff to carry out the State program includes the following:

1. Professional staff (number of full-time equivalents) [2]
2. Ratio professional staff to secondary school enrollment.[3]
3. Supporting staff [4] (number of full-time equivalents) [2]
4. Ratio of supporting staff to professional staff [5]

Other items which the State may want to examine relative to an appraisal and assessment of the State staff might include:

1. Preparation of the professional staff to perform the program functions.
2. The organization of the State staff to facilitate coordination and efficiency of operation within the guidance unit and with other units of the State agency.
3. Provisions for physical facilities to serve the State staff, including office space and equipment and research facilities such as computing equipment.

### *State Guidance Services*

One approach to the study of State guidance services is through an analysis of these services in relation to staff time devoted to each of several activity areas. A precise, mutually exclusive delineation of functions among the activity areas may not be feasible. However, it should be possible to arrive at a fairly accurate approximation of the distribution of staff time among the activities listed, and thus to appraise the relative emphasis upon various aspects of program development. Specific details of activities can probably best be analyzed by a careful examination of narrative descriptive reports prepared by the professional staff. Such reports could include such details as types of programs served, groups served, nature of projects, and techniques utilized. (See the suggested report form titled "Professional Staff Duties and Estimated Time.")

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[2] Full-time equivalents may be computed on the basis of the portion of time devoted to professional functions in the State program. For example, one supervisor employed full-time, and two supervisors devoting one-half-time to supervisory activities, would be equivalent to two full-time supervisors.

[3] This ratio may be computed by dividing the State's total secondary school enrollment by the number of full-time equivalent professional personnel. The ratio could then be expressed in terms of the number of students per staff member, such as 10,000 to 1. This ratio gives a rough estimate of the supervisory load which is perhaps more realistic than the ratio of State to local guidance personnel since smaller numbers of local personnel might reflect a lighter load but indicate a greater need for professional assistance from the State staff.

[4] Supporting personnel includes clerical, secretarial, research, and technical personnel directly responsible to the professional staff.

[5] This ratio may be computed by dividing the number of full-time equivalent professional personnel by the number of full-time equivalent supporting personnel and expressed in decimals such as 1 to 1.25.

**Professional Staff Duties and Estimated Time**

(One column for each supervisor)

| *Activity Area* | *Estimated percent of time* Supervisor 1 | Supervisor 2 | Total staff |
|---|---|---|---|
| 1. Consultative services | | | |
| 2. Development of materials and publications | | | |
| 3. Inservice education | | | |
| 4. Studies and experimental projects | | | |
| 5. Preparation and presentation of professional speeches | | | |
| 6. Promotional activities | | | |
| 7. Personal professional development | | | |
| 8. Correspondence, reports, and routine office tasks: | | | |
| Total | | | |
| a. NDEA-related | | | |
| b. Non-NDEA | | | |
| 9. Other (please specify): | | | |
| a. _____ | | | |
| b. _____ | | | |
| 10. Total percentage of time (in terms of full-time schedule) | | | |

The following explanations may provide for a more uniform interpretation of the activity areas listed above:

*Consultative services* relate to direct communication between State supervisory staffs and local school personnel for purposes of local program development. These activities are designed to stimulate, initiate, or improve guidance services at this level. Through the consultative process, it is expected that local school personnel will become more knowledgeable in the field of guidance and, in a sense, inservice education has been rendered.

*Inservice education*, however, as listed here refers to planned, formalized procedures for carrying out a recognized personnel development program pertaining to guidance.

*Studies and experimental projects* include research and evaluative activity which may well involve followup studies. Much of the developmental activity performed by State supervisors also has promotional value.

*Promotional activity* as used here includes the broad category of public relations. In general, such activity involves interpretation of the guidance function to community organizations and school groups, e.g., State education association, parent teacher association, school board association, school-college relations committee, and State curriculum committee.

*Personal professional development* relates to identification with, and participation in, professional guidance associations. It is recognized that much of this activity, undoubtedly, is carried on outside the regular work day. Only that amount of time devoted to this kind of activity which may be included as a part of the total job function should be indicated.

### *Statewide Program Development*

*Statewide counselor-student ratio.*—The provision for individual counseling is one criterion of the adequacy of local program development. The adequacy of individual counseling provisions has two dimensions: (1) quantitative (amount of scheduled counseling time as it relates to the number of students to be served) and (2) qualitative (qualifications of counselors to perform the counseling functions). The data needed to obtain an estimate of the adequacy of the counseling provision on a statewide basis may be summarized as shown in the suggested form titled "Statewide Counselor-Student Ratio."

In determining number of counselors (full-time equivalents) count as working three-fourths time those counselors who are assigned less than full time, but more than half time; count as working one-fourth time those counselors who are assigned less than one-half time; full-time and half-time counselors will be counted as such. This interpretation may be reduced to the following formula:

$$\frac{\text{Number less than } \frac{1}{2} \text{ time}}{4} + \frac{\text{number half-time}}{2} + \frac{\text{3 number less than full-time but more than half-time}}{4} + \frac{\text{number full-time}}{1} = \text{number full-time equivalents.}$$

**Statewide Counselor-Student Ratio**

1. Total secondary school enrollment as defined by the State _____
2. Total number of counselors (full-time equivalents) in secondary schools _____
3. Statewide counselor-student ratio (item 1 divided by item 2) _____
4. Additional counselors (full-time equivalents) needed to meet
   a. Minimum State plan counselor-student ratio _____
   b. Recommended State plan counselor-student ratio _____
5. Total number of qualified counselors (full-time equivalents) in secondary schools who meet
   a. Minimum State plan personnel standard _____
   b. Recommended State plan personnel standard _____
6. Statewide counselor-student ratios including only qualified personnel who meet
   a. Minimum qualifications (item 1 divided by item 5a) _____
   b. Recommended qualifications (item 1 divided by item 5b) _____
7. Additional qualified counselors (full-time equivalents) needed to meet
   a. Minimum State plan standards for counselor-student ratio and qualifications _____
   b. Minimum State plan standard for counselor-student ratio and recommended standard for qualifications _____
   c. Recommended State plan standard for counselor-student ratio and minimum standard for qualifications _____
   d. Recommended State plan standards for counselor-student ratio and counselor qualifications _____

In establishing the counselor-student ratio, it is proposed that time allowed as a part of the scheduled school day for individual counseling and supporting activities serve as the base upon which the ratio is computed. Supporting activities may include such things as preparation for, and followup of, individual counseling, recording of pupil information, providing informational services (including orientation, and educational and occupational information), test administration, reporting and analysis of test results, and coordinating activities of guidance supervisors or directors. Supporting activities would not include long-term (semester) classes dealing with group guidance or guidance units in classes included as a part of the instructional program for academic subjects (for example, study units relating to guidance which are planned and conducted by English or social studies teachers are not considered supporting activities for individual counseling).

*Local program development in terms of State standards.*—The following suggested data summary will provide information about the number of secondary schools meeting minimum standards required (1) for participation under NDEA, Title V, and (2) for school accreditation in the respective States. It also provides information pertaining to recommended standards for these purposes. This format may be employed as a checklist in obtaining information from local schools and as a summary table indicating total number of schools. Additional information may be derived by analyzing the data on the basis of school size and computing the number and percentage of the State's secondary school enrollment served by schools at the different stages of program development.

The definition of items under the heading of State standards is extremely important for the collection of accurate information from local schools. These definitions should be developed directly from State plan standards and accreditation standards where applicable.

Many States may find that this information has already been collected from schools applying for participation under NDEA, V–A. A summary table may be developed quite readily from these data. (See the table on page 13.)

From the information used to compile this table and other data usually available to State departments, the answers to the following questions, which are extremely pertinent to the overall State program, can be derived.

1. How many and what percentage of secondary schools in the State have guidance programs which fully meet all State standards?
2. What percentage of the secondary school enrollment in the State is served by schools which have guidance programs meeting State standards?
3. What is the level of program development among those schools which do not fully meet State standards?
4. What percentage of the secondary school enrollment has access to no organized guidance program?
5. What are the major needs in the State to provide adequate guidance programs for all secondary school students?
6. What should be the major emphases of the State program to facilitate the development of local programs?

**Number Secondary Schools Meeting State Standards**

(Total number of secondary schools_____)

| *Items covered by State standards* [1] | *All schools (Accreditation criteria)* Recommended | Mandatory | *NDEA schools (State plan standards)* Recommended | Mandatory |
|---|---|---|---|---|
| 1. Physical facilities | | | | |
| 2. Clerical staff | | | | |
| 3. Materials (educational, occupational, etc.) | | | | |
| 4. Program content: | | | | |
| a. Pupil appraisal services (testing program and other appraisal techniques) | | | | |
| b. Counseling | | | | |
| c. Group guidance activities | | | | |
| d. Pupil-record services | | | | |
| e. Information services (career and educational) | | | | |
| f. Research and reporting services | | | | |
| g. Utilization of nonschool resources | | | | |
| h. Placement services | | | | |
| 5. Qualifications of local personnel | | | | |
| 6. Counselor-student ratio | | | | |

[1] Include all items for which standards have been established.

*Evaluation of State programs.*—Research to determine the value and effectiveness of State program activities and procedures has rarely been reported in the professional literature. Yet, one of the objectives of State programs is to assist local schools in the evaluation of their programs. If the absence of such studies in the literature represents the actual picture, then a precedent has not been established by careful evaluation of State programs. Some of the difficulties inherent in attempts to evaluate State programs were discussed in the introduction to this chapter. Immediate steps should be taken to develop criteria and procedures for a realistic evaluation of specific State program activities. The following suggestions might be a starting point and also may serve to stimulate other ideas.

1. Study by actual measurement the changes in the knowledge and use of guidance procedures and techniques by counselors, teachers, and administrators as a result of specific inservice education techniques.
2. Conduct followup studies of local schools to determine the nature and extent of changes in local programs resulting from consultative service rendered to the local school staff.
3. Conduct consumer opinion studies to determine from local school counselors, teachers, and administrators: (a) knowledge of State program services and facilities and (b) nature and extent of use of State program services and facilities.
4. Evaluate publications and materials distributed by the State by followup studies to determine the nature and extent of their use in local programs.
5. Study the effectiveness of State communication with local schools by determining the extent and accuracy of local understanding of the State plan program under NDEA, V–A.

# III. Suggestions for the Evaluation of Local Programs of Guidance, Counseling, and Testing

SURVEYS OF LOCAL SCHOOL guidance programs have been employed in many different studies to determine the extent to which certain administrative provisions and program activities were present. These appraisal studies have often been based upon some set of established criteria for program activities, such as, section G of *Evaluative Criteria*[1] developed by the National Study of Secondary School Evaluation, or *Criteria for Evaluating Guidance Programs in Secondary Schools*, Misc. 3317,[2] published by the U.S. Office of Education. Other evaluative studies which have been conducted on a much more limited basis include surveys of consumer opinion as a part of student followup studies and a few controlled experimental studies designed to determine the influence of guidance activities on student behavior and development.

## Local Program Objectives

The general guidance objectives presented on page 3 of this bulletin may serve as the base for the formulation of more specific objectives and activities designed to achieve the major goals. The suggestions discussed in this bulletin for evaluating local programs were based upon the objectives and activities outlined in regulation 143.32. With some modification to adapt these objectives and activities to State and local program variations, they may be useful in developing criteria for the evaluation of most local secondary school guidance programs.

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[1] National Study of Secondary School Evaluation. *Evaluative Criteria.* (1960 ed.) Washington: the Study, 1960. p. 273–88.

[2] Benson, A. L. (editor). *Criteria for Evaluating Guidance Programs in Secondary Schools, Form B.* Office of Education Reprint Misc. 3317. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1958.

**Regulation 143.32 Scope and purposes.**

**Guidance and counseling programs in public secondary schools under the plan shall serve both to advise students regarding courses of study best suited to their ability, aptitudes, and skills, and to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions. These programs shall provide assistance to students by assessing abilities, aptitudes, interests, and educational needs; developing understandings of educational and career opportunities and requirements; and helping them make the best possible use of these opportunities through the formulation and achievement of realistic goals. Such programs may be carried out by the following activities when directed to the foregoing purposes:**

**(a) Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational and career planning and progress.**

**(b) Making available to the student and his parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of an educational program and a career.**

**(c) Providing individual counseling (1) to help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses; (2) to help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements; (3) to help the student, with the assistance of his parents, make appropriate educational plans, including the choice of courses in the secondary school and the choice of an institution of higher education; (4) to stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals; and (5) to provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.**

**(d) Providing services to encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school.**

(e) Providing such group activities as may be necessary to orient students to the (1) high school programs; (2) educational opportunities beyond the high school; and (3) career opportunities and requirements.

(f) Providing to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the State and the Nation.

(g) Collecting and analyzing such information as may be needed to evaluate the guidance and counseling program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the State and the Nation.

## Suggestions for the Collection of Data for the Appraisal and Assessment of Local Programs

Surveys of program provisions and activities and surveys of consumer opinion appear to be the most feasible approaches to an extensive statewide appraisal and assessment of local guidance programs. Other approaches may prove to be more fruitful in making comprehensive studies of selected programs.

The items and forms suggested in this section for the collection and organization of local program data were developed for use in statewide surveys of local secondary school guidance, counseling, and testing activities and programs. The information requested on these forms has a direct bearing on (1) the intent of NDEA, V–A, and (2) appraisal and assessment of selected program features. The forms are designed for use in collecting data directly from local schools. These data could then be used to appraise and assess individual school programs, as well as to summarize statewide studies of status, developmental progress, and major needs.

*Selected Program Aspects—Guidance, Counseling, and Testing*

**Enrollment by Grade**

| *Grade* | *Enrollment* [1] |
|---|---|
| 7 | _____ |
| 8 | _____ |
| 9 | _____ |
| 10 | _____ |
| 11 | _____ |
| 12 | _____ |
| TOTAL | _____ |

[1] Include only enrollment in secondary grades as defined by the State.

*Enrollment by grades* is intended to include only those grades which are considered to be secondary school grades as defined by the State. If grades 7 and 8 are considered secondary school grades only when they are a part of an organized junior high school, enrollment in these grades should be reported; enrollment in grades 7 and 8 when these grades are not included in the secondary school organizational pattern as defined by the State should be omitted.

All columns in the *counseling personnel survey form* should be checked except the one pertaining to student loads. In this column, the number of students (or approximate number) for which each counselor has responsibility should be reported for the appropriate grade groupings, i.e., 7–9 and/or 10–12. If the State plan stipulates *recommended*,

**Counseling Personnel**

(Check appropriate columns except student load)

| Name of counselor | Time assigned to guidance | | | | Student load (number of students) | | Qualifications | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | NDEA State plan standards | | State certification requirements | |
| | 1/4 | 1/2 | 3/4 | full | 7–9 | 10–12 | Minimum | Recommended | Professional | Provisional |
| | | | | | | | | | | |

**Guidance, Counseling, and Testing Budget (Current Year)**

(Salaries of those working part-time in the guidance, counseling, and testing program should be prorated)

| Item | Total funds | Source of funds | | | | |
|---|---|---|---|---|---|---|
| | | Local | State | Title V–A NDEA | Other Federal funds | All other funds |
| Salaries | $ | $ | $ | $ | $ | $ |
| Professional guidance personnel | | | | | | |
| Secretarial and clerical personnel | | | | | | |
| Supplies, printing, printed materials | | | | | | |
| Travel | | | | | | |
| Miscellaneous expenses | | | | | | |
| Maintenance of equipment | | | | | | |
| Office equipment | | | | | | |
| Total | | | | | | |

as well as minimum, qualifications for counselors, the appropriate column should be checked as it applies to each counselor. In like manner, the applicable provisional or professional certification level (or other State designation of certification level) should be indicated for each counselor.

The items included in the *guidance, counseling, and testing budget form* are consistent with, but more descriptive than, the fiscal report form NDEA–V: A–3. A column is provided for total funds, followed by a breakdown indicating the source of funds budgeted. Since all funds expended by the State are State funds, the column for State funds in the table is intended to include only those funds which were originally from State sources. The column headed "other Federal funds" provides for reporting funds received under the vocational education acts, or sources other than those indicated. In the column headed "all other funds," enter all funds from sources not included in the other columns, such as grants from industry.

The checklist provided in the *physical facilities for guidance, counseling, and testing form* deals with general features considered to be desirable in physical facilities for guidance. Other items may be added and a more detailed scale description of the extent of these provisions may be developed if the State wants more detailed information.

**Physical Facilities for Guidance, Counseling, and Testing**

(Check Yes or No)

| Item (if answer to a is yes, answer b through l | Yes | No |
|---|---|---|
| a. Specific provision is made for physical facilities for guidance | | |
| b. The guidance unit is separate from but near the administrative offices | | |
| c. The guidance unit is accessible by a direct entrance from the corridor | | |
| d. The guidance unit is readily accessible to students, and near the main flow of student traffic | | |
| e. The guidance unit is readily accessible from a main entrance for the benefit of parents and other out-of-school persons | | |
| f. The guidance unit is reasonably near to related personnel services such as pupil accounting, health and psychological services | | |
| g. The guidance unit is reasonably near the library | | |
| h. The reception area is adequately spacious and attractive | | |
| i. A conference and/or multipurpose room is provided | | |
| j. Furnishings are functional and attractive | | |
| k. Student records are readily accessible | | |
| l. Storage facilities are adequate and conveniently located | | |

### Secretarial and Clerical Personnel

| List each position by number (1–2–3, etc.) | Time assigned to job | | | | Indication of duties with counselor | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1/4 | 1/2 | 3/4 | full | Correspondence | Routine office | Test scoring | Recording student data | Other |
| | | | | | | | | | |

The *secretarial and clerical personnel form* is designed to provide information relative to the adequacy of this type of assistance provided for counselors. Each secretarial and clerical position should be indicated in the first column by number and position. For example, a secretary and two clerical workers would be listed: 1. Secretary; 2. Stenographer; 3. File clerk.

The items included on the *scope of counselor activities form* give some indication about counselor activity outside of the regular school day duties. These items are not all inclusive; others may be added.

On the *professional supervision of guidance, counseling, and testing form*, supervisors to be included are those who have specialized professional training in the area of guidance and have

### Scope of Counselor Activities

Number of counselors employed for_____ _____ _____
9 mo. 10 mo. 11 mo.

_____.
12 mo.

Counselors maintain evening office hours
Regularly _____ Occasionally _____ Never _____

Counselors visit post-secondary level schools and colleges
Regularly _____ Occasionally _____ Never _____

Counselors visit employment situations
Regularly _____ Occasionally _____ Never _____

Counselors visit homes if necessary to contact parents on educational and career planning
Regularly _____ Occasionally _____ Never _____

Counselors visit elementary schools
Regularly _____ Occasionally _____ Never _____

Counselors cooperate with guidance-related and other agencies
Regularly _____ Occasionally _____ Never _____

Counselors participate in professional association activities
Extensively _____ Moderately _____ Infrequently _____

### Professional Supervision of Guidance, Counseling, and Testing

(When more than one counselor is involved and supervisory responsibility has been assigned by the school administrator)

A. Personnel

| Name of supervisor(s) (not to include school administrators) | Title | Percent time in this program | Qualifications (check) | | | |
|---|---|---|---|---|---|---|
| | | | Title V–A standards | | State certification | |
| | | | Minimum | Recommended | Professional | Provisional |
| System Level: | | | | | | |
| School Level: | | | | | | |

B. Program of supervision.—Describe briefly (outline form is recommended) activities carried on in local supervision of guidance, counseling, and testing program in such areas as: selection of personnel; inservice education; preparation and distribution of information and materials; participation in curriculum development; evaluation and research; coordination of program between school levels, with instruction, and with related out-of-school resources.

been delegated supervisory responsibility for the guidance program by the school administration. In the first column the term "system level" refers to supervisory responsibility in the school system as a whole; the "school level" category includes supervisors who have responsibility for a specific school. Qualifications should be checked in terms of Title V–A standards and the State certification requirements. Appropriate checks will indicate whether the supervisor meets the minimum or recommended standards for Title V–A under the State plan, and is qualified for a professional or provisional certificate for guidance (or other State designation for certification level).

A brief description of the program of supervision is suggested in the part B of the professional supervision form preferably to be presented in outline form. This should include highlights in each of the areas noted. Analysis of these reports may provide the basis for the construction of a checklist which could be interpreted more objectively than the narrative description.

**Coordination With Other Student Personnel Services**

a. Is a staff member assigned responsibility for coordination of guidance with other student personnel services?

Yes _____ No _____

If yes, give name _____

Title _____

b. Is such coordination effected through:

(1) Common responsibility for and use of student records?

Yes _____ No _____

(2) Joint staff meetings?

Yes _____ No _____

(3) Joint participation in case conferences?

Yes _____ No _____

(4) Definite cross-referral procedures?

Yes _____ No _____

(5) Joint participation in teacher inservice education?

Yes _____ No _____

(6) Other (specify) _____

c. Give a brief description and examples of how the student personnel services are coordinated with and serve instruction and curriculum development.

d. Comments.

*Coordination with other student personnel services.*—The pupil personnel services identified by the Study Commission of the Council of Chief State School Officers include:

| | |
|---|---|
| Guidance services | School psychological services |
| Attendance services | School social work services |
| School health services | |

As more of the student personnel services are established in school programs, the problem of adequate coordination among these services, and with the total school program, increases in importance. Evaluation to identify the best coordinating procedures and techniques is essential to obtaining the greatest contribution from these services to the school program. The checklist on the *coordination with other student personnel services form* is included for this purpose.

### *Information About the Student*

One very important activity in a program of guidance, counseling, and testing is the collection, organization, and interpretation of information about each student. It is suggested that States include a survey form upon which schools may check the existence of numerous information items which are available on each student.

Since some States have approved student record forms and others depend on local development of such records, no long list of suggested items is included here. Areas of information which should be present in comprehensive student record forms are listed with the thought that the States, in preparing a survey form on records, will include subitems in line with forms and procedures used in the State.

1. Information, extensive in nature and current in content, collected, organized, and used in such areas as follows:
   a. Identification (name, age, birth date, sex, address, etc.)
   b. Home and family (parents, siblings, family plans for student's education and career, etc.)
   c. Health (family physician, height and weight by years, health history, vision, hearing, disabilities, etc.)
   d. School history (schools attended, grades repeated or skipped, attendance, course grades, activities, honors, awards, test records, anecdotal records, teacher summaries, etc.)
   e. Educational and career interests and plans (annual statements of subject interests, plans and goals, employment record, counselor interview notes,

high school tentative program plan, teacher comments and ratings, etc.)

2. Procedures for collecting, recording, and using information on students:
   a. Kind of record forms used (check)
      State approved _____
      Locally developed _____
      Other (specify) _____
      Cardex type _____
      Card(s) _____
      Folders and inserts _____
      _____
      _____
   b. Are records accessible to teachers? Yes_____ No_____
   c. Are arrangements made to control the use of highly confidential information? Yes_____ No_____
   d. Do teachers make regular use of information in connection with classroom activity? Yes_____ No_____
   e. Is information available to students? Upon request_____ Only in counseling situations_____
   f. Is information available to parents? Upon request_____ Only in planned counseling sessions_____
   g. Are records transferred from sending schools to receiving schools? Yes_____ No_____
   h. In secondary schools, where are student records kept?
      Principal's office _____
      Home rooms _____
      Central records room _____
      Guidance office _____
      Other (specify)
      _____
   i. Who contributes to the collection of data?

| Area of data (see breakdown in 1 above) | Person(s) contributing (check) | | | | | | |
|---|---|---|---|---|---|---|---|
| | Principal | Counselor | Clerk | Teachers | Nurse | Student | Other |
| Identification | | | | | | | |
| Home and family | | | | | | | |
| Health | | | | | | | |
| School history | | | | | | | |
| Education and career interests and plans | | | | | | | |

3. Secondary school group testing program
   a. List scheduled tests by grade and name.

| Grade | Name of test | Type of test | Subtests or form | Date administered | Number tested |
|---|---|---|---|---|---|
| | | | | | |

   b. Tests are administered by (check one or more)
      Teachers _____ Counselors _____ School psychologist _____ Other (specify) _____
      _____
   c. Tests are scored by (check one or more)
      (1) Machine _____
         (a) Locally _____
         (b) Commercially _____
         (c) At state centers _____
         (d) At college centers _____
      (2) Hand _____
         (a) By teachers _____
         (b) By counselors _____
         (c) By students _____
         (d) By other (specify) _____
   d. Test results are available to (check where appropriate)
      Teachers _____ Counselors _____
      Students _____ Parents _____
      Other (specify) _____
   e. Give description and examples of how test results are interpreted and utilized by counselors, teachers, and administrators.

### *Educational and career information*

One part of the guidance program is designed to assist the student and his parents in obtaining a thorough understanding of educational and career opportunities and requirements. The evaluation of this guidance function can be approached through data which will give an estimate of the adequacy and availability of educational and career information materials. Additionally, it is important to determine the extent of usage and the methods employed to interpret these materials for the development of student and parent understandings. The form entitled "*Educational and Career Information Materials Which Are Generally Available and Used in the Secondary School*" suggests one method for collecting local school information relative to the availability and use of educational and career information materials. Some States may want to collect more comprehensive information which may provide an estimate of the effectiveness of the use of these materials and other media for interpreting educational and career information.

**Educational and Career Information Materials Which Are Generally Available and Used in the Secondary School**

| Items by areas of content | Check if available to students and up to date | Check if used in or by— | | | | | Check location of materials | | | | List title(s) of person(s) responsible for procurement and maintenance |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Classroom guidance units | Counseling interviews | Bulletin board display | Students, on loan | Parents, on loan | Library | Classroom | Guidance offices | Administrative offices | |
| 1. Educational directories (list titles): | | | | | | | | | | | |
| (1) | | | | | | | | | | | |
| (2) | | | | | | | | | | | |
| (3) | | | | | | | | | | | |
| (4) | | | | | | | | | | | |
| 2. Educational planning | | | | | | | | | | | |
| 3. Career planning | | | | | | | | | | | |
| 4. School and college | | | | | | | | | | | |
| Catalogues | | | | | | | | | | | |
| In-State | | | | | | | | | | | |
| Out-of-State | | | | | | | | | | | |
| 5. Student financial and scholarship aids | | | | | | | | | | | |
| 6. Occupational pamphlets | | | | | | | | | | | |
| 7. Guidance materials from subscription service | | | | | | | | | | | |
| 8. Labor market reports: | | | | | | | | | | | |
| Local | | | | | | | | | | | |
| State | | | | | | | | | | | |
| National | | | | | | | | | | | |
| 9. Military | | | | | | | | | | | |
| 10. Other | | | | | | | | | | | |

### *Counseling*

A secondary school guidance program provides for counseling with individual students, and their parents, in order to—

1. Help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses.
2. Help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements.
3. Help the student, with the assistance of his parents, make appropriate educational plans, including the choice of courses in the secondary school and the choice of an institution of higher education.
4. Stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals.

5. Provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

The items in the form below describe possible emphases of such counseling conferences. Indicate for each grade, in which a program of such conferences is carried on, the number of *individual* conferences with students for any of the purposes listed.

Additional factors which should be reported with respect to each type of individual counseling conference and each grade level include:

1. Title of staff member who has *major* responsibility for conducting *individual* conferences for each grade.
2. Typical total number of such conferences per year, for each student.
3. Typical length in minutes of such a conference.
4. Typical total number of individual students counseled per year by each counselor.
5. Total number of counselor referrals to:
   a. School psychologist _____
   b. School social worker _____
   c. School nurse _____
   d. Physician _____
   e. Clinical psychologist _____
   f. Other (specify) _____

The purposes of counseling which appear in the *summary of counseling contacts form* are those enumerated in the Regulations for Title V–A programs. The checklist is designed to determine the extent to which these purposes are being achieved through the counseling program. Emphasis is upon individual conferences. A conference is identified as a planned interview, either initiated by the student or his parent, or arranged by the counseling staff. Student-initiated conferences do not necessarily need to be scheduled in advance. It is likely that students may visit the counseling offices as a counseling need arises. It is difficult to determine what constitutes a "conference" in terms of

**Summary of Counseling Contacts**

| Purpose(s) of individual conferences [1] | Total all grades | | Number of conferences by grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 7 | | 8 | | 9 | | 10 | | 11 | | 12 | |
| | R [2] | A [3] | R | A | R | A | R | A | R | A | R | A | R | A |
| 1. To get acquainted with student | | | | | | | | | | | | | | |
| 2. For discussion of past school progress and present program | | | | | | | | | | | | | | |
| 3. For interpretation and discussion of information on student's abilities, aptitudes, and interests, and to stimulate full development of his potential | | | | | | | | | | | | | | |
| 4. To assist student in planning his educational program | | | | | | | | | | | | | | |
| 5. To assist student in formulating his career plans | | | | | | | | | | | | | | |
| 6. For educational and for career planning, with parent present | | | | | | | | | | | | | | |
| 7. To confer with parents alone about educational and career planning progress | | | | | | | | | | | | | | |
| 8. To assist student in applying for admission or student aid for education beyond high school | | | | | | | | | | | | | | |
| 9. To assist student in applying for employment | | | | | | | | | | | | | | |
| 10. To assist student in dealing with personal-social problems which have a bearing on educational progress | | | | | | | | | | | | | | |
| Total conferences each grade | | | | | | | | | | | | | | |
| Enrollment in grades | | | | | | | | | | | | | | |

[1] Purpose means purpose for which contact was requested or arranged.
[2] R means requested by student or parents.
[3] A means arranged by counselor or other school personnel.

## Checklist of Group Guidance Activities

| Program activity areas | Check those carried on— | | | List titles of persons with responsibility for each area and *underline* those with major responsibility |
|---|---|---|---|---|
| | Regularly | Occasionally | Not at all | |
| **Activities which provide:** | | | | |
| 1. Visits to sending schools to discuss with pupils the objectives, opportunities, and requirements of receiving secondary schools. | | | | |
| 2. Opportunities for incoming students to visit receiving secondary schools. | | | | |
| 3. Orientation of students at each secondary school level. | | | | |
| 4. Meetings with parents to explain the secondary school's objectives and program. | | | | |
| 5. Handbooks or other materials on the secondary school's guidance objectives and program, for use by students and parents. | | | | |
| 6. A course or units to acquaint students with the world of work. | | | | |
| 7. A course or units to assist students in self-analysis and educational and career planning. | | | | |
| 8. Procedures for students in applying for admission or student aids, and in applying for employment. | | | | |
| 9. Opportunities for students, individuals, and/or groups, to discuss post-high-school education with<br>(a) school and college representatives,<br>(b) former high school students,<br>(c) others (specify). | | | | |
| 10. Opportunities for students, individuals, and/or groups, to discuss careers, with<br>(a) workers,<br>(b) former high school students,<br>(c) others (specify). | | | | |
| 11. Opportunities for students, individuals, and/or groups, to visit post-high-school institutions. | | | | |
| 12. Opportunities for students, individuals, and/or groups, to observe work situations. | | | | |
| 13. Other. | | | | |

time consumed. However, it is not likely that a specific question and answer involving a momentary encounter between counselor and student can be characterized as a counseling conference.

Enrollment in each grade group is requested in the form, and the total number of conferences conducted with students at each grade level is to be reported. It is further suggested that information be provided about the number of conferences which were requested by the student or his parents, and the number that were arranged by the school staff without the initiative of the student. It is assumed that the conferences with the student included here are conducted by designated and qualified counselors who function in an organized program of guidance services.

If it seems desirable to expand the breakdown in terms of the number of girls and boys with whom individual conferences were held, the table may be adjusted accordingly.

### *Group Guidance Activities*

This program area includes such activities for groups as may be necessary to encourage and assist students in making satisfactory transitions from school to school and to educational and career opportunities beyond the secondary school. (See the *checklist of group activities*, page 22.)

**Checklist of Guidance Information for Teachers and Other School Staff Members**

| Program activities | Check most usual practice | | | List titles of person participating and *underline* that of the person with major responsibility for activity |
|---|---|---|---|---|
| | Routinely [1] | Occasionally [2] | Not at all | |
| 1. Provide information on ability and achievement levels of *individual* students to teachers, for their better understanding of individual students | | | | |
| 2. Provide information on ability and achievement levels of *class groups* to teachers, so they may use more appropriate materials and methods of instruction | | | | |
| 3. Provide information to school staff on current student body, as background for study and planning of curricular programs appropriate to student abilities, aptitudes, and interests | | | | |
| 4. Provide information to school staff concerning former students, as background for appraising current school programs | | | | |
| 5. Discuss student problems with *individual* staff members, to aid in promoting the school adjustment of students | | | | |
| 6. Arrange and conduct case conferences with school staff members concerning school adjustment of *individual* students | | | | |
| 7. Assist teachers in relating educational and occupational implications of their subject matter field | | | | |

[1] Common practice, as part of a planned program.
[2] Now and then, for special cases only.

Add comments on any of the above.

The program area including group activities may be evaluated in terms of immediate outcomes by measuring changes in student knowledge, and understanding of, and attitudes toward, those situations associated with the activity objectives. For example, tests may be developed to measure student knowledge of the school's objectives and program. Such tests could be administered before and after the group guidance activity to measure the extent to which the activity objectives had been achieved.

### *Information for Teachers*

One contribution of the guidance program, which is sometimes not clearly identified, is that of providing, and assisting in the interpretation of, information about students to teachers and other school staff members for the purpose of evaluating and improving the school curriculum and instruction. In this sense, certain guidance activities are in reality supporting services to those staff members primarily responsible for instruction and curriculum development. In a broader sense, close coordination of the guidance program with curriculum and instruction is essential to the achievement of the basic objectives of the guidance program and of the total school program.

The *checklist of guidance information for teachers and other school staff members* is designed to permit a survey of guidance program activities which may serve to improve instruction and curricular provisions. The addition of other items may be desirable for a more comprehensive survey or to adapt to State or local practices.

## Evaluation Studies of Local Program Activities

Most of the suggestions presented thus far in this section are designed for statewide appraisal and assessment studies. The collection of the data suggested will assist in describing program status at a given time and repeated use will provide indications of change in the areas surveyed. More extensive and detailed information should be obtained for comprehensive studies of local programs carried on by consultants or local committees. Evaluations of local programs based on student outcomes will be discussed later in this bulletin. The brief discussion below of consumer opinion surveys and the listing of a few other evaluation ideas are included to encourage State and local guidance personnel to explore new and comprehensive approaches in evaluating local programs.

### *Surveys of Consumer Opinion*

The evaluation of guidance programs by surveying the opinions and attitudes of present and former students, parents, and teachers has been a common practice in some local school systems. Questions have often been raised regarding the validity of consumer responses in such studies, and the practical limitations in conducting extensive consumer surveys are many. These problems have tended to limit statewide studies of this type.

It is suggested that surveys of consumer knowledge and judgment of programs and program activities may serve useful purposes (a) in selected comprehensive studies, (b) where maximum objectivity is incorporated in the study, and (c) when 100 percent response is obtained from the consumer groups surveyed.

Some evaluation of program objectives which may at least partially be achieved by the use of consumer surveys include:

1. Determination of consumer knowledge and understanding of program purposes and activities.
2. Estimation of the extent of use of the different program provisions for various consumer purposes.
3. Determination of consumer value judgments with regard to benefits derived from specific program activities.
4. Solicitation of suggestions for program improvement.
5. Determination of consumer estimates of the value of proposed or implemented program changes.
6. Stimulation of consumer interest in gaining a better understanding and making more effective use of program activities.

Careful study of the effectiveness of consumer surveys in achieving the above objectives is encouraged on a selective rather than a statewide basis. It is suggested that selected local school systems may find it profitable to make comprehensive opinion surveys of students, parents, and and teachers, and to include items of this type in followup surveys of graduates and others who leave school.

### *Additional Suggestions for Evaluating Program Activities*

1. Analysis of recordings of student-counselor interviews at the various grade levels to:

a. Evaluate the effectiveness of the counseling function and specific counseling techniques.

b. Identify the adequacy of other guidance program activities in terms of contributions to the interview situation.

2. Evaluation of program adequacy and influence on students by preparation and analysis of a program flow chart which presents a sequential picture of program activities as they apply to the typical student as he enters, progresses through, and goes on beyond the secondary school.

3. Study of the relationship of counselor competencies and personality characteristics to interpersonal relationships with students and other staff members.

4. Study of the specific guidance functions of each staff member as they relate to the overall school program and objectives.

5. Study of the effectiveness of program activities on a comparative basis in relation to physical facilities and budgetary provisions to carry out those activities.

# IV. Suggestions for the Evaluation of Guidance Programs Through Studies of Students

GUIDANCE PROGRAMS exist to serve students, either directly or indirectly. The primary objectives of guidance programs all relate to student behavior and development. Therefore, the only true measure of the value of the guidance program must be in terms of what happens to students. Some of the difficulties involved in conducting evaluative studies where student outcomes are used as the basic criteria were discussed in the introduction to this bulletin. The suggestions included in this section do not represent elaborate research designs, but rather some methods for the collection of basic data and a few possibilities for the development of more elaborate data collection and research projects. Practically all State and local school systems should be able to carry out some of these suggestions, and those who have already collected much of the basic data should be ready to launch some rather comprehensive and well-controlled experimental studies.

Ideally, there should be one or more comprehensive research projects initiated in each State each year for the purpose of evaluating certain aspects of the guidance program. In this manner, and by cooperation and coordination among States, appropriate evaluation of the effectiveness of guidance programs could be accomplished within a reasonable period of time and without placing undue strain on any State or local school system.

## Some Desired Student Outcomes of Guidance Programs

Each State and local school system will undoubtedly want to identify certain student outcomes as objectives of the guidance program. Shear has suggested in his paper that the achievement of some of the objectives of NDEA, V–A programs can be evaluated by obtaining the answers to certain questions which reflect desired outcomes. The following questions are adapted from his suggestions. State and local school systems may want to modify these and add others.

1. Do students develop greater understanding of their abilities, aptitudes, and interests?
2. Are students, and their parents, fully aware of opportunities and requirements for education and careers?
3. Do students select courses, and achieve in them, in line with their abilities, aptitudes, interests, and opportunities?
4. Do those students who are able to do so finish secondary school?
5. Do those students, who are capable of doing so continue education beyond the secondary school?
6. Are those students who continue their education beyond the secondary school successful in their educational pursuits?
7. Are significant numbers of the especially able students getting more extensive background in mathematics, science, and the foreign languages?

These and other questions may serve as the basic criteria for determining what data should be collected to relate the extent of these outcomes to program activities. They may also prove valuable in the formulation of hypotheses to be tested in experimental studies of guidance programs and specific program activities.

## Suggestions for Data Collection and Procedural Methods in Studies of Students

The data which may be collected in the study of students may be classified as follows: (1) data collected uniformly statewide or systemwide for a

specified segment of the student population, (2) data collected uniformly for a sample of a specified segment of the student population, and (3) comprehensive case data of a specialized nature for predictive and experimental research.

Suggested evaluative criteria for which statewide data may be feasible, include: (1) persistence in school, (2) enrollment in courses in school, (3) planning for post-high school activities, and (4) post-high school activities. State and local school systems may want to develop other areas of data collection which will better meet local evaluative needs.

### *Suggestions for the Statewide Collection of Data in Studies of Students*

Two variables which have been shown to be related to variance in the criteria listed above are sex and scholastic aptitude. These variables are relatively easy to study and are suggested as two fundamental classifications in the collection of statewide data. The suggested grouping by scholastic aptitude is by quarters, using the results of the most recently administered test of scholastic aptitude and classifying on the basis of national norms. In those States where all ninth-grade students are administered a test of this type, it would be desirable to use the ninth-grade grouping throughout, thus minimizing the selective factor created by those who leave school early and by the retention in grade of some students. It is suggested that the data indicated in the tables numbered 1 through 6 be collected to study students and relate these findings to program data on a statewide basis.

### *Suggestions for Studies of Students, Utilizing Data Collected on a Sample of the Student Population*

Any complete list of studies for which sampled data are appropriate would necessarily be lengthy. The list presented here is therefore only suggestive. The term "sampling" is used here to include studies by:

1. Selected States or areas.
2. Selected pupil populations.
3. Selected school units.
4. Other groupings which may lend themselves to sampling studies.

Some studies which may be conducted by utilizing data collected on a "sampling" basis include those suggested below. Although all of the studies listed here were suggested by State guidance personnel, the list is in no sense exhaustive. State and local school systems are urged to examine their particular needs for comprehensive research and to design studies to meet those needs, rather than to undertake studies which are suggested, but which may not be the most appropriate evaluative approach to the local program.

1. Periodic followup studies of high school graduates to maintain continuous information regarding post-high school education, employment, marriage, etc., for at least 5 years after graduation.
2. Studies of student achievement in high school and post-high school education, including such details as differential course achievement and persistence in a particular curriculum with controls on such variables as abilities, apititudes, interests, and other characteristics on which data are available or can be obtained.
3. Studies of early school leavers, both in high school and college, with particular attention to reasons for dropouts and characteristics of dropouts which can be used to identify potential dropouts among high school students.
4. Studies of factors which may influence student behavior and development, such as:
   a. Motivation, particularly as it relates to school achievement and educational and career choices.
   b. Influence of socioeconomic factors.
   c. Influence of high school size and curricular offerings.
   d. Influence of teachers, administrators, and peers.
   e. Parental involvement and influence on educational and career choices.
5. Studies in the prediction of curriculum and career choices and subsequent persistence and success in these choices.
6. Studies in the prediction of performance in post-high school activities from data available during high school attendance.
7. Studies of the relationship of the basic criteria (see basic criteria questions on page 26 of this part of the bulletin) to such factors as:
   a. Qualifications and competencies of guidance personnel.
   b. Organization of guidance programs—administrative units, functions of personnel, etc.
   c. Counselor-student ratio.
   d. Procedures in counseling, use of records, use of educational and occupational information, interpretation of test results, etc.
   e. Extent and quality of State leadership and services to local school programs.
8. Studies of the influence of the introduction of new guidance programs and the improvement of existing programs under NDEA, V–A. Before and after studies of the basic criteria might be utilized to determine this influence.

## Table 1.—Number of Male and Female Students Enrolled by Grades and Ability Groups

| Ability Group [1] | Grade 9 [2] | | Grade 10 | | Grade 11 | | Grade 12 | | Totals | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Total |
| Top quarter | | | | | | | | | | | |
| Third quarter | | | | | | | | | | | |
| Second quarter | | | | | | | | | | | |
| Lowest quarter | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | |

[1] Quarters as determined by most recently administered scholastic aptitude tests; use national norms in computing quartile points—percentile classifications may be used if desired.

[2] In States where grades 7 and 8 are considered secondary school grades, the table might will be extended to include those grades.

## Table 2.—Percent of Male and Female Dropouts [1] by Grades and Ability Groups

| Ability Group [2] | Grade 9 [3] | | Grade 10 | | Grade 11 | | Grade 12 | | Cumulative Percent grades 9–12 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Total |
| Top quarter | | | | | | | | | | | |
| Third quarter | | | | | | | | | | | |
| Second quarter | | | | | | | | | | | |
| Lowest quarter | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | |

[1] Dropouts should be computed on a longitudinal followup of individual students. The percent of dropouts would therefore be computed from the base population of entering students in the base grade. Transfers in and out would not be included for this computation.

[2] Quarters as determined by most recently administered scholastic aptitude tests; use national norms in computing quartile points—percentile classifications may be used if desired.

[3] In States where grades 7 and 8 are considered secondary school grades, the table might well be extended to include those grades.

## Table 3.—Post-High School Plans of Members of Current Senior Class by Sex and Ability Group

Test _____

Form _____

| Quarters as determined by most recently administered scholastic aptitude test [1] | Number planning to enter college level education | | | | Number planning to enter other post-high school education [2] | | Number planning not to continue education at the post-high school level [3] | | Number who have not made a decision | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4-year program | | Less than 4-year program | | | | | | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Top quarter | | | | | | | | | | |
| Third quarter | | | | | | | | | | |
| Second quarter | | | | | | | | | | |
| Lowest quarter | | | | | | | | | | |
| TOTAL | | | | | | | | | | |

[1] Indicate mental tests used and use national norms in computing quarters.

[2] Include in this column business colleges, apprenticeship, or any other post-high school education not included in column I.

[3] Where more detailed information is desired, these data may be described in more specific categories such as employment, armed services, marriage, etc.

NOTE.—The data in this table may be more meaningful if number of students is converted to percentages. This percentage can be computed by using the 12th grade enrollment data in schedule 1.

**Table 4.—Number of Male and Female Students Grouped by Ability, Who are Enrolled in Courses in Mathematics**

| Quarters [1] | Grade | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 9 | | 10 | | 11 | | 12 | |
| | Male | Female | Male | Female | Male | Female | Male | Female |
| Top quarter | | | | | | | | |
| Third quarter | | | | | | | | |
| Second quarter | | | | | | | | |
| Lowest quarter | | | | | | | | |
| TOTAL | | | | | | | | |

[1] As determined by most recently administered scholastic aptitude test.

NOTE.—These data may be collected for science, modern foreign languages, and any other courses in the high school program. Also, percentage may be computed for each classification of student by using the base enrollment data reported in schedule 1.

**Table 5.—Number of Units [1] of Mathematics Completed by Seniors Grouped by Ability**

| Quarters [2] | Number of units toward high school graduation [3] | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Top quarter | | | | | | |
| Third quarter | | | | | | |
| Second quarter | | | | | | |
| Lowest quarter | | | | | | |
| TOTAL | | | | | | |

[1] A definition of unit should be provided which can be uniformly applied statewide, such as Carnegie Unit.

[2] As determined by most recently administered scholastic aptitude test.

[3] All courses which are given recognized credit for high school graduation should be included even though taken below the ninth grade.

NOTE.—These data may be collected for science, modern foreign languages, and any other courses in the high school program. Also, percentage may be computed for each classification of students by using the base enrollment data reported in schedule 1.

**Table 6.—Number of Graduates of Class of_____, Who Entered College and Other Post-High School Education**

| Quarters [1] | Number of graduates last year | | Number who entered college level education | | | | Number successfully carrying on college program | | Number who entered other post-high school education [2] | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 4-year programs | | Less than 4-year programs | | | | | |
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Top quarter | | | | | | | | | | |
| Third quarter | | | | | | | | | | |
| Second quarter | | | | | | | | | | |
| Lowest quarter | | | | | | | | | | |
| TOTAL | | | | | | | | | | |

[1] As determined by most recently administered scholastic aptitude test.

[2] Include in this column business colleges, apprenticeships or any other post-high school education.

NOTE.—These types of followup data on high school graduates who pursue post-high school education may be expanded to include feed-back information from institutions of higher education. Such information can include post-high school courses pursued, grades achieved, and educational level ultimately attained. These data can be utilized for differential prediction studies using data available to the high school counselor as the prediction variables and the post-high school data as criteria variables.

9. Evaluation of procedural points of view, such as:
   a. Relative effectiveness of using specialized personnel, nonspecialized personnel, and combinations of specialized and nonspecialized personnel.
   b. Relative effectiveness of various combinations of group guidance and individual counseling.
   c. Influence of administrative policy and provisions.
   d. Influence of community involvement or of community patterns.

### *Suggestions for the Use of Case Data*

The individual case study does not readily lend itself to statistical analysis in the evaluation of guidance programs; however, case data on small groups of students with certain common characteristics can be treated statistically. The particular value of case data is in the study and improvement of guidance techniques which are indirectly related to evaluation. Also, this approach may provide valuable material for the furthering of public relations. It is procedurally confined to local program situations, but the results may be of statewide significance. The following are some suggested uses for case study techniques and data:

1. Determining the relationship between counselor activity and student choice and decision.
2. "Humanizing the guidance story," such as developing the human interest aspects of a particularly successful case.
3. Providing illustrative materials for inservice education activities or the evaluation of particular program activities or techniques.
4. Providing the basis for long-term appraisal, after a sufficient number of cases have been accumulated.
5. Developing counselor insight.
6. Evaluating student insight.

The case study method in guidance consists essentially of the application of counseling techniques to individuals and subsequent observations of changes in behavior. The following is a suggestive list of some types of problems which may be studied by this approach:

1. Potential dropouts
2. Underachievers.
3. Exceptionally able students in all areas, and the student with multiple potentialities.
4. Economically deprived students.
5. Students with low level motivation toward educational tasks.
6. Students with highly specialized interests.
7. Social rejects.
8. Ethnic groups.
9. Mentally and physically handicapped.
10. Student outcomes as related to physical facilities or other program provisions or activities.
11. Nonchoice-making students.
12. Uncooperative clients.

Careful analysis of case data on problems such as those listed above may provide sufficient information for the formulation of hypotheses which can be tested by comprehensive and well-controlled experimental studies. In the final analysis, good experimental research is the most promising approach to determining the effectiveness of program activities and to subsequent program improvement.

# V. Local, State, and National Responsibilities for Research in the Evaluation of Guidance, Counseling, and Testing Programs

THE SUGGESTIONS presented in this bulletin are only a start toward the solution of some of the evaluation difficulties discussed in the introduction. The sharing of experiences at the local, State, and national levels will provide information regarding the validity and practicality of these suggestions and an opportunity for the introduction of additional suggestions. The achievement of the following objectives would seem to be essential to the development and coordination of better evaluation of guidance, counseling, and testing programs.

1. Provide for the exchange of information relative to evaluation studies in progress and completed.
2. Eliminate unnecessary duplication of research, and promote research in areas of greatest need.
3. Provide the personnel and facilities needed to conduct extensive and comprehensive evaluation studies through the utilization of all available resources, including colleges and universities.
4. Provide for the dissemination and interpretation of research results pertinent to program improvement.
5. Develop uniform terminology which can serve as a basis for common understanding of program objectives, provisions, and activities.
6. Distinguish between and develop criteria and procedures for the evaluation of (a) programs, and (b) the effectiveness of programs.

The achievement of these objectives will require cooperation and effort at local, State, and national levels. The following responsibilites are suggested for the different levels of operation. With full recognition that there can be no clear-cut delineation of many responsibilites at the State and local levels, these are grouped together.

## Suggested Responsibilities of State and Local School Systems for the Evaluation of Guidance, Counseling, and Testing Programs

1. Encourage, initiate, and conduct studies locally, statewide, and regionally (crossing State and local boundaries).
2. Provide professional and technical assistance in the planning, development, and conduct of studies.
3. Serve as a clearing house for the collection and distribution of plans and results of studies relating to the evaluation of guidance programs.
4. Provide opportunities to discuss and critically examine plans and procedures for the conduct and interpretation of evaluation studies (local, regional, and State conferences, workshops, etc.).
5. Establish channels of communications for the distribution of reviews of research related to the evaluation of guidance programs.
6. Identify areas of needed evaluative research.

## Suggested Responsibilities of the U.S. Office of Education for the Evaluation of Guidance, Counseling, and Testing Programs

1. Encourage, initiate, and conduct studies related to the evaluation of guidance programs in cooperation with State departments of education.
2. Provide for conferences and workshops to discuss and formulate suggestions for the solution of problems related to the evaluation of guidance programs.
3. Serve as a clearing house for the nationwide collection and dissemination of reviews of research related to the evaluation of guidance programs.
4. Provide information pertaining to studies planned and in progress to State and local personnel responsible for conducting similar studies.

5. Provide consultative services to State and local school systems upon the request of State departments of education.
6. Identify, in cooperation with State departments of education, areas of needed research related to the evaluation of guidance programs.

## Nationwide Communication and Cooperation in the Development, Conduct, and Reporting of Research Related to the Evaluation of Guidance, Counseling, and Testing

Nationwide communication and cooperation in the development, conduct, and reporting of research related to the evaluation of guidance, counseling, and testing programs exist to a degree. However, no coordinated and systematic means of communication between the agencies involved has been developed. As the results of research suggested in this publication become available and modifications are developed, the agencies concerned may wish to develop means for the exchange of findings and ideas. Several of the North Atlantic States have taken steps to conduct studies, and to cooperate in reporting research results, on a regional basis. Also, the committee on research of the Association for Counselor Education and Supervision is one means which offers promising possibilities under its current operation. On the other hand, persons involved at local, college, State and national levels may wish to develop other means of communication or suggest expansion of the committee's activities.

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